



OLLSCOIL NA  
GAILLIMHE  
UNIVERSITY  
OF GALWAY

Scoil na hEolaíochta Polaitiúla  
agus na Socheolaíochta  
School of Political Science  
and Sociology

# BA in Child, Youth and Family: Policy and Practice Year 3

Student Handbook



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## Key Contacts and Roles\*

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\*Please Note that email contact with team rather than phoning office lines is the best course of action for the forthcoming academic year.

## Roles

**The Academic Placement Coordinator:** The Academic Placement Coordinator supports the Placement Officer, giving class time for presentations and workshops, enforcing the agreed placement process rules, identifying students who need additional support and has primary responsibility for assessment of the work placement including visits to students on placement.

**The Placement Officer:** The Placement Officer sources suitable work placement opportunities and manages the placement process, preparing students, scheduling interviews and managing the relationship with the placement provider through to the start date of the work placement.

**The Placement Supervisor:** Every student will be assigned a supervisor. Supervisors are responsible for providing pastoral and professional guidance and support to the student. This is achieved in the following manner:

- Mentoring through one to one or group meetings;
- Conducting tri-partite meetings between the supervisor, the placement provider and the student;
- Facilitating the identification of the students learning needs;
- Monitoring progress and levels of work;
- Assisting in the resolution of any difficulties.

## Introduction

The programme directors, Dr. Helen Casey and Dr. Deirdre Hardiman would like to take this opportunity to wish you well with your academic endeavours in the forthcoming year. It is our priority as programme directors to offer academic guidance and support to all participants on the programme. However, we would advise you to review the content of this course guide and reflect on the programme expectations and responsibilities before embarking on the year ahead. We, and all programme staff look forward to working with you throughout your studies and assisting you to fulfil your educational goals.

The BA in Child Youth and Family: Policy and Practice is located within the Discipline of Applied Social Sciences in the School of Political Science and Sociology, College of Arts, Social Science and Celtic Studies at University of Galway. The BA is closely associated with and supported by the UNESCO Child and Family Research Centre.

This BA Programme is for students who aspire to a future career either in practice with children, youth and families or in implementing and shaping public policy. Given this, the programme places specific emphasis on developing the knowledge and practical skills required to work in the youth work, family support and community development sector. Integral to this is a nine-month placement in year three of the programme.

This handbook aims to provide students, placement providers and supervisors with the information necessary to understand the objectives of the placement programme and support each other through the process so that the student has the best learning opportunity possible and it is a rewarding experience for all involved.

The BA in Child, Youth and Family: Policy and Practice fosters a culture of continuous quality improvement. We will elicit feedback from the student and all parties involved to incorporate, where appropriate, the suggestions and ideas submitted so that the University can work on improving the organisation and implementation of the placement programme. Considering this, this handbook is constantly being updated and the most recent version will always be available on Canvas, under the 3BYF1 shell.

We wish all students a very successful placement year.  
Le gach deá ghuí,

***Dr. Helen Casey and Dr. Deirdre Hardiman***



Dr. Helen Casey



Dr. Deirdre Hardiman

## BA (Child, Youth and Family: Policy and Practice) Placement Overview

The overall purpose of the placement is to build the student's capacity to link theory and practice. In practical terms this involves experiencing how organisations operate and the challenges a professional can experience, as well as developing the practical skills needed to apply knowledge in action situations.<sup>1</sup> The placement involves a partnership between the University, the placement provider and the student.

### Learning outcomes of placement

Upon successful completion of the placement, students will have the ability to:

1. Apply theory and knowledge in practice.
2. Work professionally (be competent, informed and accountable).
3. Practice skills (interpersonal, teamwork, communication, workload management and ethical practice).
4. Develop and maintain professional relationships.
5. Be a reflective practitioner.

### Duration and working hours of Placement

It is a **nine-month long** placement, commencing in September and concluding in May. It provides students with a comprehensive full-time work experience, amounting to 25 hours per week (excluding lunch breaks). This should facilitate the student in allocating one day every week for study time. This time is to be allocated to meeting the assessment requirements of the placement.

The exact structure of the 25-hour working week will be declared by the placement provider on the job description at the point that the placement opportunity is advertised. It will also be captured on the workplace agreement that is signed by the student and the placement provider once a student has been successful at interview and has secured a placement. The working week may be structured in accordance with the business need and may for example involve a regular working week (9 – 5, Monday – Thursday) or shift work and irregular hours.

The student will be entitled to a **fixed three-week break** encompassing the Christmas holiday period. The start and end date should be agreed between the student and placement provider and captured on the Workplace Learning Agreement. In **addition**, the student should be entitled to a **further one week of holidays in semester 1 and one week of holidays in semester 2**. However, in cases where the placement is in a school setting, students can align their holidays with the school holidays. For

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<sup>1</sup> Holmes, B. and Bryant, R. (1977) 'Fieldwork Teaching in Community Work', in Briscoe, C. and Thomas, D. (eds.) Community Work: Learning and Supervision. London: National Institute. Social Service Library No. 32.



instance, they may have one week off during Halloween, two weeks off during Christmas, and two weeks off during Easter.

Holiday entitlements and break structure should be captured on the workplace agreement signed by the student and placement provider at the outset. Placements are generally unpaid, however, if a student is being paid for their placement or receiving contribution payment, the student must inform their Placement Officer and Academic Supervisor.

**Note:** For certain placement providers the minimum weekly hours may be lower than the specified 25 hours per week. For example, in environments where the workload is particularly taxing or where the core hours of the working organisation are less than the 25 hours specified (e.g. primary school's junior infants). In this instance, the proposed hours are reviewed and approved on a case-by-case basis between the student, the placement provider and the programme directors.

Flexible working arrangements may be agreed between the student and the placement provider. For example, a student may work longer hours to support a particular activity on a given week in lieu of shorter hours in a subsequent week. But the guiding principle on average core hours should apply. If a student is unsure about whether their work commitment is appropriate, they should contact their supervisor to discuss the specific scenario and to decide how best to proceed.

**Note re Primary School Work placements:**

Students on work placement in Primary Schools should follow the core working hours of the hosting school, typically working Monday – Friday for core school hours. The student's holidays should follow the school holiday calendar with the exception of the Christmas break. The student is entitled to a three week break over the Christmas period. This may be one week longer than the average school holidays at this time of year but is a requirement of the programme. If in exceptional circumstances a student requires additional time off during the school year, the request should be addressed to the student's supervisor directly.

## **Contribution of Placement to Final Degree Classification**

All placements must be passed to progress to Year Four of the Programme. **Placements will be graded on a pass-fail basis.** Your final Degree result is calculated by taking 30% of your final score from Year 2 and 70% of your score from Year 4. Therefore, performance at placement is not taken into account for your Degree result.

### **1. Pre-Placement: Procedures for Securing Placement**

#### **Preparation for Placement**

The placement process is designed to equip each student with the employability skills (CV and interview skills) and experience (relevant work experience in chosen field) that will enable them to succeed in pursuing a meaningful career as graduates.



The process of preparing for placement is often the first time that a student will have applied for a job in a professional context. Throughout the preparation process we enable students to represent themselves well on paper and in person, coaching them through the CV and interview preparation process and supporting them in securing a meaningful placement. These processes mirror “real-life” and enable the student to learn these skills in a supportive coaching environment.

The Placement Officer conducts a number of presentations, workshops and one-to-one sessions with students in order to prepare them for the application process. These activities take place during semester 1 of second year as part of the “Professional Skills” module.

## **Introduction to Placement - Workshop**

At the start of the process in September of second year, the Placement Officer and academic placement coordinator will deliver an overview presentation to the group appraising them of how the process will take shape, what takes place when and what is required of the student in preparation for placement. This session will also address the ground rules that underpin the process, what supports are available in preparing CV's, preparing for interview, and what deliverables are required of the student at each step of the process.

## **CV Preparation – Workshop and One-to-One Support**

Students are required to create and submit a CV that they will use to apply for placement opportunities.

The Placement Officer first conducts an interactive workshop with the students, alternating an explanation of theory and examples of best practise with practical exercises. The student updates their own CV in real time as each section is explored. The broader careers team support this session for larger groups targeting a ratio of one supervisor per ten students.

As a follow on from the workshop, the Placement Officer conducts a one to one with each student, coaching them through how to articulate their skills and experience in the context of a professional CV template.

This CV is then reviewed and approved by the Placement Officer. Once each student's CV has been approved, they are given access to apply for placement opportunities.

## **Interview Preparation – Workshop, Mock Interviews and One-to-One Support**

Prior to attending for interview students are required to attend an interview skills workshop. This workshop outlines best practise guidelines on interview technique, typical interview structure, how to behave at interview, and how to structure answers.

In addition, each student is required to attend a mock interview. The interview panel comprises the Placement Officer / careers representative and a member of the academic team. Each interview is fifteen minutes long and students receive feedback on their performance at interview immediately post the interview experience.

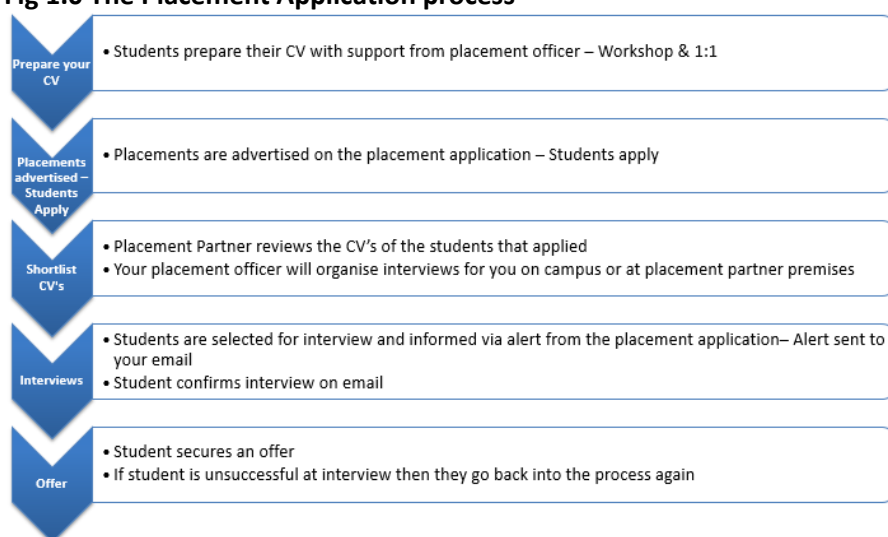
One-to-one support is provided for students who seek additional support. In addition, if a student has been through several interviews and is failing to succeed in securing a position the Placement Officer will identify students that are struggling and proffer additional coaching and support.

## Sourcing Placement Opportunities

The Placement Officer in conjunction with the academic team will contact potential host organisations seeking placement opportunities relevant to the student's programme of study. Thereafter, all activities are processed through the *Placement Application*.

## The Application Process

**Fig 1.0 The Placement Application process**



## The Placement Application

The *Placement Application* is an online system that facilitates and manages the interaction between the Placement Office, placement providers and placement students.

The list of approved placement providers and contacts is captured centrally on the placement application. All potential placement opportunities are captured and published on the placement application. This system enables students to submit their CVs and once approved to apply for placement opportunities. Individual applications, interviews, offers and status updates are tracked on the placement application. The Application is available via a web link on the Placement Office homepage [www.nuigalway.ie/placement](http://www.nuigalway.ie/placement).

Students access the system by logging in with their unique username and password.

You must ensure that your e-mail, mobile number and term address are correct on the student record system. This is achieved by clicking on the “My Details” tab and updating your mobile number and term address detailed information on how to do this is available in the ‘Help’ portlet— (Student Access and

Process document on the *Placement Application*). Please note that all e-mail contact from the Placement Office and the *Placement Application* will **only** be directed to your University of Galway e-mail address.

## **Applying for Placement Opportunities**

As each new position is posted on the placement application the student is notified by email alert that a new position is available. Each new position will have an associated closing date.

The student logs on to the placement application and submits their application for the positions that they would like to apply for. The placement provider, location, structure of the working week and outline job description will be clear for each position posted.

Students are encouraged to actively engage with the process and apply for multiple opportunities. If a student is **NOT** engaging in the process, the Placement Officer will investigate the reason for lack of engagement with the student and the Programme Directors. If the lack of engagement is not justified, the student may be deemed non-compliant. Please see section on non-compliance below.

## **Shortlisting, Interview and Offer process**

Once applications have closed for each position all applicants are forwarded to the placement provider. The placement provider will then shortlist the student that they would like to interview.

The Placement Officer agrees interview dates and times with the placement provider and will capture the proposed interview schedule on the placement application. The Placement Officer will endeavour to schedule interviews outside of lecture hours; however, the timing is largely dictated by the placement provider and occasional conflicts may occur. Individual schedules independent of academic commitments cannot be accommodated in this process.

The student is then notified on email that they have been scheduled for interview and are required to log into the placement application to confirm their attendance. Once scheduled to attend at interview attendance is mandatory.

Students are required to regularly check the placement system alerts and resulting emails for interview schedule updates and new job postings. Students are required to attend all interviews for which they are short-listed. If, in exceptional circumstances, a student cannot attend for interview, they must provide timely notification (one day minimum) to the CDC ([placement@universityofgalway.ie](mailto:placement@universityofgalway.ie)), along with a valid reason for non-attendance and associated formal documentation, e.g, a medical certificate if they are ill.

If the student is successful at interview, they will be offered a placement and are required to accept the first placement offered. The student/s will be made an offer via the Placement Application. When the offer is made by the host organisation, the student is deemed to be placed and is automatically taken out of circulation for other placement opportunities. Students are obliged to accept the position offered by the Host Organisation.

Only in the case where you interview with two different companies on the same day and both companies select you do you have the choice of which placement to accept.

## Non-Compliance

**To qualify for engagement in the placement process attendance at workshops is mandatory.** Failure to attend may result in the student being deemed non-compliant and excluded from the placement process.

A student will also be deemed non-compliant if s/he a.) Does not attend for interview b.) Does not meet expectations for a professional approach (e.g. arriving late to workshops, not engaging professionally with the preparation required etc) and c.) Does not accept the placement offered by the company.

In the event of non-compliance, the following procedure will apply:

A status of 'non-compliant' on the *Placement Application* is entered for the student. This will mean that the student is unable to apply for positions and placement providers are unable to search or review that student's CV.

In the event of this occurring the Placement Officer will discuss the issue with the student to ascertain what the concern or problem is and will brief the Academic Placement Coordinator on the situation.

The Academic Placement Coordinator, in consultation with the Placement Officer, the academic team and the student will determine whether or not the student will be readmitted to the placement process.

Non-compliance could exempt the student from further University support for finding placement, and they will have to source their own placement. The student may no longer have the opportunity to do a project on campus if they fail to find a placement. Successful completion of placement is required to progress to Year 4 of the degree programme.

## Timeline

The timeline associated with each activity in preparation for placement is as outlined in Fig 2.0 below,



- **Attendance at workshops and scheduled 1:1's is mandatory**

\*Workshops will be delivered as part of professional skills module during Semester 1

## Seeking Your Own Placement

Students wishing to secure their own work placement may seek out a suitable placement prior to the end of the first week, in semester 2 of second year. The placement provider and the nature of the work to be completed must be deemed appropriate and approved by the academic placement coordinator and the Placement Officer.

Students who have found their own placement must submit a letter or email signed by the placement provider's representative to the academic placement coordinator and the Placement Officer. It must include the following information:

- Name and address of organisation/agency
- Organisation website
- Placement description
- Proposed placement provider's contact details
- Terms of conditions of the placement, hours of work etc.

Once the placement has been approved, the Placement Officer will capture placement details on the placement application and will engage with the placement organisation to complete the necessary documentation.

## **International Work Placements:**

### **International opportunities sourced by University of Galway**

The programme is building links with international placement providers however we will not be directly sourcing international work placements for the current placement cycle.

### **Self-Sourced International Work Placements**

As with self-sourced placements within Ireland, International placements are subject to approval by the Programme Directors and the Placement Officer.

The Placement Officer will review the security status of the proposed location as published on the Department of Foreign Affairs Website. Placements in locations that are classified as: Avoid Non-Essential Travel or Do Not Travel will not be approved.

To review and approve an international work placement a number of additional steps are required of the student as follows:

1. The Name and address of the proposed host organisation, your contact within the organisation – full name, job title, email address and phone number
2. Formal confirmation from the host organisation on either headed notepaper or on email that they are willing to offer you a work placement opportunity.
3. A detailed job description outlining the roles and responsibilities, tasks and projects that you would be required to carry out while on placement in conjunction with the confirmation above.
4. A completed “Placement Organisation Assessment Checklist”. This checklist confirms that the host placement organisation is compliant with Health and Safety and HR legislation. It specifically references Irish legislation – However for international placements we request that placement partners confirm in the “other notes” section that they are compliant with their own “in-country” legislation. The checklist template will be provided by your placement officer.
5. A completed “Workplace Learning Agreement” – Reference Appendix 1
6. Confirmation with regards to what child protection / vetting procedures are required by your placement partner, and what timeframe is associated with their process. Check in practical terms if they have completed this process with other international students in the past and what expedites this process.

Once all of the above has been provided the placement officer and/or placement academic coordinator will typically conduct a call (Skype or phone) with the host placement organisation to reconfirm the details captured above and address any concerns or queries.

Once these steps are complete the placement officer and placement academic coordinator will approve the placement opportunity.

Assessing VISA requirements, organising travel arrangements and accommodation are the responsibility of the student and are not supported as part of the placement process.

If the placement is within the European Union, the student may be eligible to apply for the Erasmus Plus Traineeship grant. Details of how to apply are available from the International Office.

## **Students with Disabilities**

Support is available to all students with disabilities, long term health conditions and/or specific learning difficulties, in collaboration with the University of Galway Disability Support Service (<https://www.universityofgalway.ie/disability/>).

The decision to **disclose is solely a personal decision for the student**. Current legislation requires that employers and educators provide reasonable accommodations for students with disabilities and ensure that they do not discriminate against them. While **there is no legal obligation for students to disclose** that they have a disability, it is important that students are encouraged to disclose a disability so that they can have access to the accommodations and supports they may require while on placement. More detailed information on support for disclosure can be found at:

<https://www.ahead.ie/userfiles/files/shop/free/A%20guide%20to%20Disclosure%202013.pdf>

Students registered with the Disability Support Services (DSS) are invited to meet with a Disability Advisor to discuss supports they may require while on placement and consider their options regarding disclosure to their placement provider. DSS will invite students to a meeting to discuss this disclosure at the beginning of the pre-placement process. If the student agrees, a second meeting will follow with the student, DSS and their placement officer to define a placement planning report and identify reasonable accommodations which may be required when the student goes on placement. (Please see Reasonable Accommodations Section below for more information). Additionally, the student will be provided with one-to-one guidance for CV preparation and interview skills if required.

A student may choose to share their Learning Education Needs Summary (LENS) report with their Placement Officer however, they are not required to do so, the detail within the LENS report will be forwarded directly to the SharePoint/OneDrive of the School of Political Science and Sociology. This secure file will only share access with programme coordinators, HoS, DHoS, and School Manager. Programme directors will share student ID and recommendations of the report with relevant lecturers only. For example, students with dyslexia or dyspraxia may require additional support in CV preparation. A student may require support in choosing an appropriate placement or in deciding what information they might wish to disclose to a likely placement provider. Please note that if a student discloses their disability to the Placement Officer, the Placement Officer **will not** disclose any information to a placement provider or potential placement provider about the student's disability without the student's written consent.



Each student may also choose to explore any specific requirements they have in a placement planning meeting - a three-way meeting between the student and their disability advisor and Placement Officer. The objective of this meeting would be to identify any reasonable accommodations that the student may require while on placement, and to support the student in securing a placement that will meet any requirements identified.

### **Reasonable Accommodation Assessment**

A reasonable accommodation is any arrangement, change or modification that seeks to reduce the impact of an impairment, disability or specific learning difficulty without creating an advantage over other students in assessment, or creating undue risk for anyone during practical work.

To avail of reasonable accommodations students must be registered with the Disability Support Service and have completed a Needs Assessment in advance of placement. In collaboration with the student and placement officer the DSS will produce an additional **Placement Planning Report** outlining the reasonable accommodations required for placement. This report with the student's permission should be forwarded to the placement organisation.

### **Garda Vetting Requirements**

The National Vetting Bureau (Children and Vulnerable Persons) Act 2012 requires persons working with children or vulnerable adults to be vetted by the Gardaí. The University Galway Garda Vetting Policy outlines this process:

[http://www.universityofgalway.ie/admissions/documents/2016\\_garda\\_vetting\\_policy\\_document\\_final.pdf](http://www.universityofgalway.ie/admissions/documents/2016_garda_vetting_policy_document_final.pdf)

Garda vetting is a mandatory requirement for all students pursuing the B.A. (Child, Youth and Family: Policy and Practice) and is carried out in first year. It is the student's responsibility to ensure their Garda Vetting is completed and in date. Each placement provider may choose to leverage Garda Vetting that has been carried out by University of Galway. To do so the placement provider will need to fill out a joint vetting agreement. The Placement Officer provides this document to the placement provider.

For each student that the placement provider chooses to engage, the Programme Directors will provide a letter acknowledging that the individual has been Garda Vetted by University of Galway and has been deemed suitable for placement.

If a student has prior convictions and would like guidance or support in addressing this with a perspective placement provider, then they should address this concern with the Placement Officer one-to-one. Any disclosure will be dealt with in strictest confidence.

## **Alternative Options to Placement**

Students who do not succeed in securing a work placement will be required to complete a research project, supervised by an academic member of staff on-campus. While this is not the primary path to accreditation for year three, it may be a requirement in specific circumstances. Such requests will be reviewed on a case-by-case basis and approved by the Programme Directors.

## **Exemption from Placement**

In some circumstances, given a student's previous work experience, they may not be required to complete a placement. This will be dealt with on a case-by-case basis using the University's policy on the accreditation of prior learning.

## **2. During Placement**

### **Health and Safety Guidelines**

Primary responsibility for the management of the health and safety for a student while on placement lies with the placement provider (Safety, Health and Welfare at Work Act 2005 and the regulations made there under). The student will be treated as equivalent to one of their own employees in relation to health and safety matters.

The student has responsibilities to follow instructions and act sensibly to protect their own health and safety and that of others (as set out in Safety, Health and Welfare at Work Act 2005 and the regulations made there under).

Students should ensure they carry details of local emergency contacts and, if abroad, their travel insurer, local emergency services and their local embassy / consulate. Students on Placement Abroad defer to the International Placement Policy  
<https://www.universityofgalway.ie/international-students/outbounduniversityofgalwaystudents/outbound-study-abroad/undergraduatetoolkit/>.  
Keep an eye on the International Office website <http://www.universityofgalway.ie/international-students/covid-19/outboundstudents/> for major updates.

### **Communication with Student While on Placement**

Each student going out on placement is assigned a supervisor. Each student will be notified of their appointed supervisor and relevant contact details.

Throughout the placement the academic coordinator and the assigned supervisor will engage with the student and placement provider on a number of occasions, during site visits, recall days and by phone or Skype.

E-mail will be our principle means of official communication with students while they are on placement, and the students @universityofgalway.ie email address will be used in the first instance to contact students eg. messages from your College/School, advice and reminders etc. Students must ensure they check their college e-mail account regularly and that they monitor your spam/junk e-mail folder too, as important messages can end up there.

The placement officer will check in with students in the first month and halfway through the placement cycle, allowing students to comment on and discuss their placement experience.

In all cases, the student will be provided with the following information:

- Instructions about the general requirements and arrangements for the student to maintain contact or report any concerns about their health and safety while on placement.
- Signposts to relevant sources of information about general health and safety issues in the workplace.
- Extra information on any additional issues or concerns highlighted by the risk assessment (if necessary)
- A copy of your expectations of the student, the placement provider, and your institution/department with regard to their specific placement.

However, if for any reason a student is experiencing difficulties while on placement and requires support independently of structured touchpoints, then they should contact their appointed supervisor, the Placement Officer or the academic placement coordinator. Current contact details for these individuals are captured at the start of this document.

### **Student contact details while on placement**

The University need to know the placement location of all students and have an identified method to communicate with them promptly in an emergency

When a student goes out on placement, they are asked to provide the following:

1. Contact phone number while on placement;
2. Contact address while on placement;
3. Email address while on placement;
4. Nominate Next of kin, Name, relationship to student and phone number.
5. Name of workplace supervisor while on placement;
6. Phone number of workplace supervisor;
7. Email address of workplace supervisor.

These details will be captured on the learning agreement.

### **Site Visits**

During the period of placement, the assigned supervisor will visit the student in the host placement organisation on two occasions. However, in 2025-2026 semester one, the first visit will take place **virtually** by week 7 of the start of the placement.

The purpose of this visit is to ensure that the student is settling in well, that the Work Placement Learning Agreement (see Appendix 1) has been completed and to ensure that the expectations of the student and the host organisation are being met. The second visit will take place in by week 7 of semester 2 2025-2026. The purpose of this visit is to review if the expectations of the student and the host organisation are being met and to assess if the student is making progress in achieving the placement learning outcomes. The student will be asked to complete the Student Placement Evaluation Form in advance of this meeting (see Appendix 2). Any issues or concerns arising in relation to the placement assessment requirements will also be addressed at this meeting.

### **Recall Day**

The students will be recalled to University of Galway on **Wednesday 3<sup>rd</sup> December 2025** for a half-day gathering. The purpose of day is to re-connect with your classmates, share experiences and to review the learning and reflection being assimilated. Students will also be recalled to University of Galway towards the end of the placement, **April 15<sup>th</sup> 2026**. Mandatory attendance is required by all students at these Recall Days. If exceptional circumstances arise, supporting documentation is required (medical certificates etc).

### **Conflict Resolution/Grievances on Placement**

An issue or concern may arise for the student and/or the placement organisation during placement. If possible, it should be addressed locally between the student and placement organisation. The placement organisation should deal with any issues as they would with any other member of the organisation. If either party is unable to resolve the issue then they should contact the Placement Officer, appointed supervisor or placement academic coordinator. Current contact details for these individuals are captured at the start of this document.

Students are assigned to placement agencies on the basis of the student's learning needs and the agencies' ability to facilitate students. Therefore, students are expected to handle placements in a mature manner, understanding that legitimate and logical concerns may be discussed with their Placement Coordinator, Supervisor and Directors of the BA programme.

Students are not penalised when change of placement is necessary because their agency is unable to or fails to meet the conditions of the Placement Contract between the Agency and University of Galway.

### **Student Conduct while on Placement**

Students on placement have the dual responsibility of abiding by the university's code of ethics as well as that of the host placement organisation. Students are also expected to conduct themselves in a professional and courteous manner at all times while on placement. Students are ambassadors for their Programme, Department and more broadly the University of Galway. Any student who is found to be in breach of the host organisation code of conduct may face disciplinary procedures from their Academic Department. Students are required to consult the university code of ethics available on: <http://www.universityofgalway.ie/codeofconduct/>.

Any incidents of gross misconduct while on placement will be escalated to the programme board for review. The Programme Board will then determine next steps. Gross misconduct may result in a student failing placement and no longer being allowed to proceed with the Programme.

### **Dis-continuation of Placement**

If a student leaves a placement before completing the required hours and final assessment, the following procedure will apply.

#### **Procedure**

1. A student may request withdrawal from placement on the grounds of ill health or family circumstances e.g. bereavement or other.
2. Students must discuss their request for withdrawal from placement with their supervisor and the academic placement coordinator.
3. Based on the individual circumstances, the supervisor and academic placement coordinator, in conjunction with the Programme Directors, will determine whether the placement completed is sufficient or whether a repeat placement is required.

### **Incomplete Placement**

Occasionally a placement has to finish early due to extenuating circumstances outside of a Fail. This is deemed to be an incomplete placement. A placement is normally deemed incomplete due to personal circumstances or as a result of difficulties arising on placement that cannot be reasonably resolved within the placement context. If a placement is deemed incomplete, clear reasons for the decision must be recorded following a meeting between the student, supervisor, placement coordinator and course director. Depending on the student's circumstances, there may be fee implications arising from the process and students should always contact the Fees Office to discuss their personal circumstances in these instances.

## Sickness/Time away from Placement

The student is required to contact the Placement Officer, appointed supervisor or placement academic coordinator to inform them of any time absent from placement. Please make contact via phone (a text message will not suffice). A Medical Certificate must be supplied to the Placement Academic Coordinator if two or more days are missed from the placement. **Any days missed from placement due to sick leave must be made up before the placement is completed / before the student graduates.**

## Due to Covid 19

Some public health measures may continue and placements will be worked in accordance with COVID restrictions and guidelines in place within agencies. Students will not present on clinical placement if they have any symptoms of acute infection such as symptoms of viral respiratory tract infection or gastroenteritis. It is essential that students inform their appointed supervisor or placement academic coordinator in the event that they develop symptoms of or are confirmed to have a communicable infectious disease that may have implications for clients and staff who have recently been exposed to the students. The HEI will have a process for communicating this information appropriately to the relevant HSE service area.

## Confidentiality and Technology

The practice of confidentiality is of the utmost importance and as such every student must ensure that:

- All topics and information discussed whether in college or on placement should be treated with the utmost respect and not discussed inappropriately.
- Use of laptops, PC's, Smart Phones and information storage devices (e.g. memory sticks) must not contain sensitive information regarding people supported by services or agency identification. On placement, early investigation on agency policy around the use of technology is recommended.
- Students are reminded that when using any social media they must be cognisant of their ethical responsibilities and must maintain confidentiality and professionalism at all times. Students should not discuss anything about the work they are involved in with the people using the service or discuss their practice teacher or agency within an on-line forum.

## Confidentiality and Writing the Portfolio

Every student will ensure that:

- All evidence pertaining to clients/service users information should be treated with confidentiality and the utmost respect. During the placement it is important to remember when writing up information for the Portfolio that all clients/service users names and any identifying information should be anonymous.

- In the Portfolio the use of letters to identify material (eg Mr. A.; Mrs. B.; Ms. C.) should not correspond to the person's actual name.

As a guideline to writing up work with individuals and families while on placement, a degree of discretion can be exercised in respect of names of agencies and professional colleagues. Where information is either sensitive, confidential or of a critical nature, the identity of staff and/or agencies must be protected. However, where information is of a purely factual nature there is no need to restriction such information. If in doubt, seek advice from the Placement Coordinator as appropriate.

## GDPR (General Data Protection Regulation)

The GDPR is a regulation in EU law on data protection and privacy for all individuals within the European Union (EU) and the European Economic Area (EEA). It also addresses the export of personal data outside the EU and EEA areas. The GDPR aims primarily to give control to individuals over their personal data and to simplify the regulatory environment by unifying the regulation within the EU. University of Galway adheres to the principles of the Data Protection Acts 1988-2018 (as may be amended) and the European General Data Protection Regulation in its processing of personal data and special categories of personal data. Article 5 of GDPR provides that (a) personal data shall be processed lawfully, fairly and transparently; (b) personal data shall be collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; (c) personal data shall be adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed; (d) personal data shall be accurate and where necessary kept up to date; (e) personal data shall be kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; (f) personal data shall be processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures; (g) the controller shall be responsible for and be able to demonstrate compliance with the GDPR. Further rights and obligations regarding GDPR can be found on the following link:

<https://www.universityofgalway.ie/data-protection/gdpr/universityobligations/>

## Insurance Indemnity

All students of the BA programme on placement are covered by University of Galway's Employers Liability and Public Liability Policy.

## Academic Integrity Policy

Academic integrity is a fundamental value of any university community. As a principle, it assumes that all student interactions with the academic institution are entered into in the spirit of honesty. This value gives the student responsibility for ensuring that all assignments that they submit for academic purposes are their own work.



## Placement Assessment

Academic assessment of the placement is underpinned by the student demonstrating they have attained the learning outcomes of placement. The academic assessment deliverables associated with the placement are the opportunity for the student to demonstrate how they have attained these learning outcomes. As stated in the introductory section of this handbook, upon successful completion of the placement, students will have the ability to:

1. Apply theory and knowledge in practice.
2. Work professionally (be competent, informed and accountable).
3. Practice skills (interpersonal, teamwork, communication, workload management and ethical practice).
4. Develop and maintain professional relationships.
5. Be a reflective practitioner.

It is critically important therefore that the deliverables submitted demonstrate the student's path of professional development.

For academic assessment, the student is required to submit a **Portfolio** comprising six deliverables (80%): an introduction and agency/organisation profile; overview of the law, policy and theory relevant to your work; log of duties and tasks completed; six critical incident reflections; updated CV as well as a LinkedIn report and a concluding statement. The placement will also be assessed by the **Student Placement Evaluation Form** (appendix 2) (10%) and the **Placement provider Evaluation Form** (appendix 3) (10%).

### Portfolio

The portfolio requires the submission of the following deliverables. A portfolio template in line with the deliverables below will be uploaded on Canvas in semester one.

Deliverable	Weighting of Marks	Length	Submission Date
1. Introduction and Agency/Organisation Profile	20%	500-800 words	24 <sup>th</sup> October 2025
2. Overview of the national and international Law, Policy and Theory Relevant to Your Work	20%	800-1,000 words	19 <sup>th</sup> December 2025

<b>3. Log of Duties and Tasks Completed</b>	10%	Word Count not applicable	Log 1 and Log 2 – 11 <sup>th</sup> March 2026
<b>4. Six Critical Incident Reflections</b> (two reflections on the practice skills learning outcome and one reflection on the other four learning outcomes).	30%	500 words for each of the Six Incidents	4 <sup>th</sup> February 2026 ( <b>two</b> reflections)  22 <sup>nd</sup> April 2026 ( <b>four</b> reflections)
<b>5. Updated CV and LinkedIn Report</b>	10%	CV 2 pages (Maximum) Linkedin profile – per standard profile template online	1st May 2026
<b>6. Conclusion</b>	10%	500 words	8 <sup>th</sup> May 2026
<b>7. Final Portfolio</b>			8 <sup>th</sup> May 2026

**Note:** With respect to the length of each deliverable, the word length refers to the main body of each deliverable. Additionally, the portfolio should have items such as a table of contents and, if required, appendices, which fall outside the indicated word length.

## Grading

The Portfolio is graded on a Pass/Fail basis. However, each assignment submitted, with the exception of the Conclusion, will be reviewed by your supervisor and feedback provided. The onus is on the student to make the necessary amendments to their deliverables for their final portfolio submission, which will receive an overall grade.

## Guidelines for Submission

All submissions will be made **via Canvas** and specific instructions will also be posted there in advance by the Academic Placement Co-ordinator. Individual assignments must be uploaded to Canvas and at the end of the academic year the full Portfolio is then submitted via Canvas.

Each deliverable should be compiled and prepared in a professional manner.

**Formatting Requirements:**

<b>Font:</b>	Times new roman 12
<b>Spacing:</b>	1.5
<b>Paragraphs:</b>	Justified
<b>Headings:</b>	Numbered in a consecutive and meaningful manner
<b>Page numbers:</b>	Required for all deliverables
<b>Margins:</b>	Normal
<b>Word Count:</b>	+/-10%
<b>Reference List:</b>	All appropriate citations should be included in the body of the text. A reference list to reflect these citations should be included at the end of each assignment. An overall reference list will then be included in the Portfolio. Citations are not necessary for Critical Incident Reflections, but there may be times where it is useful to refer to the literature to support your critical analysis of the situation

**Deliverable 1: Introduction and Agency/Organisation Profile**

This introductory section should provide brief background information on your placement and an overview of the organisation. The information included should tell the reader about the organisation's mission, size, services provided etc. The content of this deliverable must be written by the students and not simply copied from websites and other resources.

**Deliverable 2: Overview of the national and international law, policy and theory relevant to your placement**

While on placement you should familiarise yourself with the national legal and policy context within which the organisation operates. You should also familiarise yourself with the theory underpinning the day to day work of the organisation. This information can be obtained from reviewing internal documentation and you should also discuss this with your supervisor. The content of this deliverable must provide an overview of the relevant national and international law, policy and theory. Examples can be provided of how the law, policy and theory are applied in practice.

**Deliverable 3: Log of Duties and Tasks Completed (see template below)**

Using anonymised details so as not to violate the organisation's and their service user's privacy, students are required to outline the duties assigned to them and the tasks and projects that they

are working on. All that is required is that you name the duties assigned to you and provide a brief overview of the tasks and projects completed. It is recommended that students on a weekly basis log their duties and tasks for their own personal records. To satisfy the requirements of this deliverable, students are then required to collate their duties and tasks and submit their initial log of duties Log 1 (semester 1 duties) and their second log of duties (semester 2), both on **11<sup>th</sup> March 2025**. There is no word count for this deliverable, as it will be dependent on the number of duties, tasks and training programmes you are assigned.

### **Log of Duties/ Tasks and Training Completed Template**

General duties assigned:

<b>Duty</b>	<b>Description</b>

Log of Other Duties/Tasks/Training Completed

<b>Date</b>	<b>Duties</b>	<b>Description</b>

### **Deliverable 4: Critical Incident Reflections**

This deliverable should reflect on the opportunities the placement provided to meet the learning outcomes. For example, how you had the opportunity to practice your skills (learning outcome three). It is important to clearly demonstrate that you have reflected on your experience with respect to each of the learning outcomes. These reflections must be centred around a 'critical incident'. A 'critical incident' is defined by Tripp as "very commonplace events that occur in routine professional practice...which are rendered critical through analysis".<sup>2</sup>

During the period of the placement, students must identify six incidences and critically reflect on how the incident provided an opportunity to meet one the learning outcomes. Students are required to submit six critical reflections as follows:

1. One reflection on an incident where the student applied the theory or knowledge, they have acquired in first and second year of their degree in practice.
2. One reflection on an incident where the student worked professionally (being competent, informed and/or accountable).
3. Two reflections on incidences where the student practiced their skills (the two reflections must focus on one or more of the following: interpersonal, teamwork, communication, workload management and ethical practice skills).

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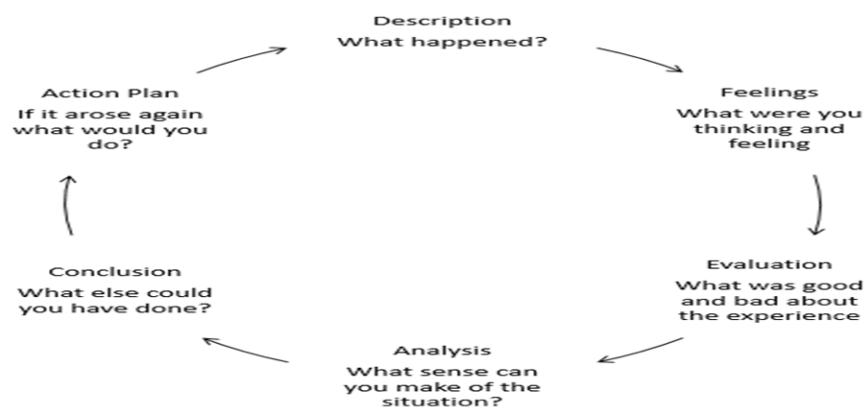
<sup>2</sup> Tripp, D. (1993) *Critical incidents in teaching: Developing professional judgement*. London: Routledge.

4. One reflection on an incident which demonstrates how the student developed and maintained professional relationships.
5. One reflection on an incident where the student practiced being a reflective practitioner.

Students must submit **TWO** of their reflections by 4<sup>th</sup> **February 2025**(any two of the above) and four by **April 22<sup>nd</sup> 2025** (the remaining four).

Gibbs reflective framework should be used to guide the reflections:

### **Gibbs Reflective Framework<sup>3</sup>**



In this way, critical reflection on each incident should be structured as follows:

- Describe the incident (the context, what happened, where and when, who was involved etc.).
- Initial response (your thoughts and feelings and if relevant, the responses of other key individuals).
- Evaluate the incident which arose (what was your assessment of the incident, did it give rise to dilemmas, ethical issues, positive opportunities etc.)
- Critically analyse your response to the incident and what you learnt.
- Draw conclusions about the incident (what was the outcome for the various participants, both positive and negative outcomes can be included. Are there ways in which this incident changes how you think or feel about a particular situation?)
- Develop a brief action plan (If the situation arose again, would you do the same or are there things you would do differently?)

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<sup>3</sup> Gibbs, G. (1988) *Learning by doing: A guide to teaching and learning methods*. London: Further Education Unit Oxford.

### **Deliverable 5: Updated CV and LinkedIn Report**

Starting with the CV that you developed when preparing for placement you should update your CV to reflect your placement work experience. Please ensure you follow the guidelines provided as part of the CV workshop. Your new professional placement experience should be evident in your updated personal profile and work experience sections. Your CV should be maximum 2 pages in length.

The next section should appraise your LinkedIn presence. If you do not already have a profile on LinkedIn, you are required to set one up. Please ensure that your profile is fully completed as per the LinkedIn Checklist published on Canvas.

### **Deliverable 6: Conclusion**

This deliverable should comprise a professional development statement. You should describe your overall personal and professional development. This should include how the placement has helped you to prepare for a career in the sector. It should highlight your significant achievements and outline strategies to cope with your weaknesses. It should conclude with your future career plans and your employment strategy as a result of the experience.

## **3. Post Placement**

### **Grading of Assessment**

Placements will be graded on a pass-fail basis. The placement will be assessed on the Portfolio (80%), the **Student Placement Evaluation Form** (10%) and the **Placement provider Evaluation Form** (10%).

Students who fail their placement can apply to re-do their placement in the following academic year.

### **Feedback and Evaluation**

When students complete their placement, they will be recalled to University of Galway for a debriefing session. Students and placement providers will also have the opportunity at this time to evaluate their experience. A date in May will be scheduled for the debriefing session.

## 4. Student Support Services

### 1. Student Registry Helpdesk

The Student Registry Helpdesk is a service for Students & Graduates wishing to access the following services in University of Galway: Admissions, Registration , Exams and Conferring <https://www.universityofgalway.ie/student-registry-helpdesk/our-services/> See listing below of the range of services provided by the Student Registry Helpdesk, but visit the web page for additional detail.

- Replacement ID Cards
- Exam Transcripts
- Course Withdrawal (Permanent withdrawal from your course)
- Leave of Absence (Temporary time away from your course)
- Registration & Statements
- Thesis Submission
- Name & Address Changes
- Order a Prospectus
- Lost & Found
- Validation & Stamping of Forms
- Employment & Verification Enquiries

### 2. Information and Support Services

As a student of the College of Arts, Social Sciences, and Celtic Studies, you are entitled to the support services and facilities of the University. If you are confused by any aspect of the programme, by the administration or examination requirements, or if you are experiencing personal or other difficulties in your academic programme, you are strongly recommended to seek advice and support. Moreover, the Programme Directors are committed to working with representatives selected by the class and affiliated to the Student Union. Timely support may be the key to your success in the programme and to a level of achievement, which does you justice.

The University Support Services offer a range of different avenues of support. Please see their webpages for the detailed information on all services within the University:

<https://www.universityofgalway.ie/student-life/student-support>



***See detail on some of these services below:***

- Disability Support: [Disability Support Service – University of Galway](#)
- Child Care: [Child Care – University of Galway](#)
- Student Health Unit 091 492604 [Student Health Unit – University of Galway](#)
- Career Guidance: [Career Development Centre – University of Galway](#)
- Student Connect: <https://su.universityofgalway.ie/what-is-student-connect>
- Counselling: [Student Counselling Service – University of Galway](#)
- Active\* Consent: [Active\\* Consent – University of Galway](#)
- Safe Campus: [Safe Campus – University of Galway](#)

## **NUIG 50808**

NUIG 50808 is 24/7 free, confidential, anonymous text response service available to any University of Galway student experiencing a crisis of any kind such as relationships, loneliness, job loss, money, assault, high anxiety or low mood.

**By texting NUIG to 50808 you will receive a reply within 5 minutes from a highly trained and motivated volunteer who will provide a warm listening ear and signposting to local supports and services.** So, if you experience a crisis of any kind at any time of the day or night, there is no need to suffer in silence, immediate support is available by texting NUIG to 50808. Your family and friends can also avail of this service by texting 'Hello' to 50808.

## **Chaplaincy:**

Address: The Chaplaincy Office, 6 Distillery Road

They can be contacted as follows:

- Fr Ben Hughes, Chaplain: [ben.hughes@universityofgalway.ie](mailto:ben.hughes@universityofgalway.ie) T: 087 203 7538
- Jimmy McGovern, Seas Suas Manager: [jimmy.mcGovern@universityofgalway.ie](mailto:jimmy.mcGovern@universityofgalway.ie) T: 083 062 6898

## **Counselling:**

For enquiries or to set up an online/phone assessment please email: [counselling@universityofgalway.ie](mailto:counselling@universityofgalway.ie)

## **University of Galway Student Services & Students Union:**

<http://www.universityofgalway.ie/student-life/student-support/> The Students Union web page provides valuable information and guidance for students about a range of issues:

<https://su.universityofgalway.ie/help-advice/>

### **The Academic Skills Hub**

The Academic Skills Hub aims to support all University of Galway students to develop the key skills required for academic success. This online resource is packed with tips and information to ensure success in your studies.

### **Other health and emergency contacts:**

- Your own GP
- University Hospital Galway Emergency Department: 091 544544
- The Samaritans: 116 123
- Pieta House: 1800 247 247

### **3. Extenuating Circumstances**

Extenuating circumstances are serious unavoidable, unpredictable and exceptional circumstances outside the control of the student, which may negatively impact the student's performance in assessment. These circumstances could, for example, prevent the student from attending an examination, submitting an assessment or component thereof, and/or performing below their own normative ability in an assessment. The University has a special Policy on Extenuating Circumstances that can be accessed here:

<https://www.universityofgalway.ie/media/registrar/docs/QA209---Extenuating-Circumstances--13-April-2022.pdf>

## 5. Valuing and Promoting Equality, Diversity, Inclusion, Anti-Racism and Non-Discrimination

Guided by the Code of Conduct of University of Galway and the BA Child Youth & Family: Policy and Practice programme, student code of practice and conduct, educators and students are committed to the recognition and respect for differences in racial, ethnic and cultural backgrounds and in class, gender, age, physical and intellectual ability, religion, sexual orientation, gender identity and gender expression. We also are alert to intersectional considerations pertaining to class. Staff and students involved with the BA Child Youth & Family: Policy and Practice programme are committed to anti-racist, ethnically sensitive social work education, research and practice.

Staff and students have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to seeking to eliminate structural and institutional discrimination and to challenge how discrimination 'plays out' in micro-encounters. We also recognise how vital it is for individuals and communities to be able to access resources to enable them to flourish.

We should challenge prejudicial attitudes and discriminatory practices. We expect that staff and students are respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

All of us involved in the BA course expect that staff and students will demonstrate respect for the diversity of their classmates/students, faculty, practice colleagues and all members of the public encountered in education and practice. We also expect that everyone shares the commitment to address issues of marginalization, racism, sexism, oppression, prejudice and all other forms of discrimination.

The link to relevant University of Galway information in relation to diversity, equality, anti-racism and inter-cultural sensitivity is

<https://www.universityofgalway.ie/equalityanddiversity/ediststructure/> and the link to relevant policies and procedures is <https://www.universityofgalway.ie/equalityanddiversity/policies-procedures/>.

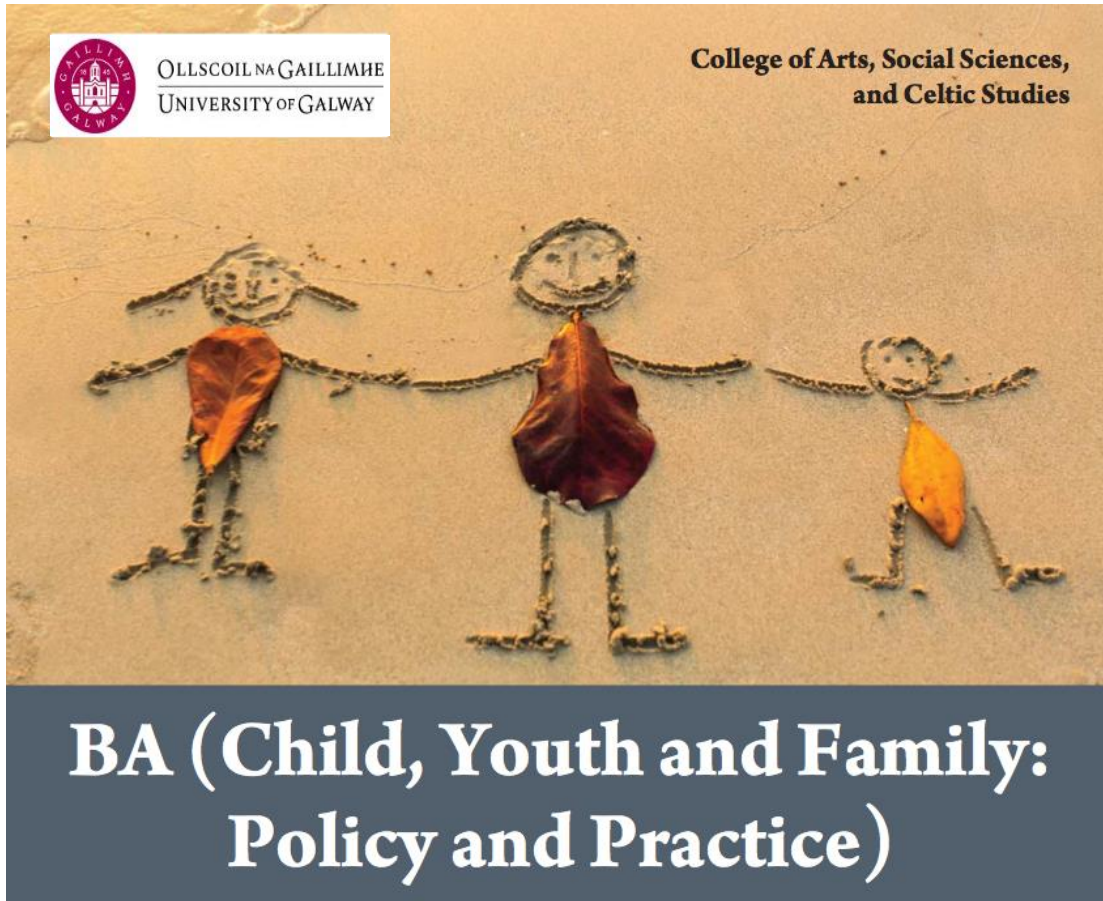
While the information provides guidance, we recognise that policies and procedures can be intimidating, and some students may find it difficult to initiate policies relating to their experiences in the university or on placement. We recognise the power differential that students may experience, especially in contexts where you are being assessed. Every effort will be made by educators to be cognisant of this in the classroom and placement. Students who have concerns should seek support via their tutor, practice teacher, lecturers, year coordinator, practice learning coordinator, course director, Head of School, Student Union or any other relevant

person or other relevant organisation that may offer guidance, support and solidarity in addressing racism, discrimination or other forms of inequality.

It is important that students seek support early and avoid letting issues develop to the point where they adversely affect student outcomes and/or experiences.

In the operations of the BA programme, we commit to further fostering of cultures that are unconditionally inclusive, and in return ask that every stakeholder (students, faculty, practice educators, placement organisations, HEIS, accreditation bodies, professional organisations etc.) contribute all their differing perspectives, ideas and experiences for one common purpose: to advance equality, diversity and inclusion for all people and communities.

## Appendix 1: Placement Learning Agreement Form



Placement Provider: \_\_\_\_\_

&

Student (Name and Id No.): \_\_\_\_\_

Placement Timeframe:

From: \_\_\_\_\_ To: \_\_\_\_\_

## **Overview:**

The Work Placement Learning Agreement is designed to facilitate effective relationships among the people involved in the placement. It should be used as a working document and guide that the student and the placement provider develop together and agree with the academic supervisor, which can be revised as each of the three parties finds it necessary.

It is intended to be used as a tool to help the placement provider to develop high-quality placements, tailored to the organisation's objectives while simultaneously supporting the learning objectives of the student.

This document will act as a simple quality framework to ensure clarity and consensus in each of the following key areas:

1. Induction
2. Student Details
3. Core Working hours, holidays, time off in lieu
4. Supervision
5. Key Objectives, Roles and Responsibilities
6. Learning Objectives
7. Academic site visits, evaluation
8. Contact details University of Galway staff members connected with placement
9. Acknowledgement of Agreement - Signatures

## **1. Induction:**

The placement should include an induction which will help the trainee to settle in as quickly as possible. Induction should include:

- A brief history of the organisation
- Key personnel/organisational structure
- Tour of facilities
- Health and safety information
- Grievance procedures (lines of communication – who? how? where?)
- Expectations and work etiquette (Should include review of internal policies on child protection, data protection, dress code, electronic communication (Email, social media other)

### **Student Responsibility:**

The student should tick the following box to acknowledge that they have completed the training required as part of the induction process and should indicate their obligation to adhere to the required protocols be they Health and Safety, HR, GDPR, Other.

☐

“I confirm that I have completed all Induction and Health and Safety related training required in my workplace and will observe the protocols outlined therein”

### **2. Student Contact Details While on Placement:**

Student Name and id No.: \_\_\_\_\_

Student phone number: \_\_\_\_\_

#### **Student Nominated Next of kin to be contacted in case of emergency:**

Name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Contact Phone Number: \_\_\_\_\_

### **3. Core Working Hours:**

The student should work 25 hours per week (excluding lunch) throughout the nine-month period and one day every week should be allocated for study time.

The student will be entitled to a fixed three-week break encompassing the Christmas holiday period. The start and end date should be agreed between student and placement provider. In addition, the student should be entitled to a further 1 week of holidays in semester 1 and 1 week of holidays in semester 2. Planned holidays and break structure should be captured below.

Flexible working arrangements may be agreed between the student and the placement provider. For example, a student may work longer hours to support a particular activity on a given week in lieu of shorter hours in a subsequent week. But the guiding principal on average core hours should apply.

Note: For certain placement providers the minimum weekly hours may be lower than the specified 25 hours per week (excluding lunch). For example, in environments where the workload is particularly taxing or where the core hours of the working organisation are less than the 25 hours specified (e.g. primary schools junior infants). In this instance the proposed hours are reviewed and approved on a case by case basis between the student, the placement provider and the programme directors.

All placement providers are required to ensure that the student workload is managed and that the student is allocated sufficient holidays and breaks.

The core structure of the 25-hour working week (excluding lunch). Holiday entitlements and break structure should be captured below:

	(hours) Start	Finish	Breaks
<b>Monday</b>			
<b>Tuesday</b>			
<b>Wednesday</b>			
<b>Thursday</b>			
<b>Friday</b>			

Where weekly work patterns are not repeating weekly ground rules underpinning what hours are to be worked during a given period should be captured below: (For example – “A *schedule of work will be agreed on a monthly rolling basis, on the last Monday of every month for the following month. The schedule will be agreed between the student and the placement provider accommodating the placement providers need and the students’ academic/other commitments.....*” OR “*The student will be required to work every fourth Saturday ....*” etc.

Students will be required to attend a recall day during the term of placement. Exact timing should be captured and documented here. The recall day is in addition to approved leave and should not be deducted from holiday entitlements.

#### Variable Core Working Hours – Please provide details

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#### Holiday entitlement

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#### Recall Days

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#### 4. Supervision

The placement provider should appoint a supervisor for each student, who can help the student navigate their way through the workplace. The supervisor should

1. Oversee and monitor the work plan and provide objective feedback
2. Conduct 1.1 meetings with the student at agreed intervals
3. Generally, “check” how things are going
4. Provide the trainee with advice
5. Answer any questions they may have

**Please provide details below:**

Workplace Supervisor Name:

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Workplace Supervisor Job title:

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Work Supervisor Telephone:

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Work Supervisor Email:

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Frequency of 1.1 meetings:

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**Other details as required:**

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## 5. Key Objectives, Roles and Responsibilities

**Be clear about what you (the placement provider) want and manage expectations.** It will be useful to have a list of tasks/duties and/or a work plan for the work experience placement. Be clear on the tasks you want the student to carry out and/or which projects you want them to contribute to. The plan needs to be flexible and, while responding to your organisation's needs, should also be tailored to the young person's individual abilities where possible. This will ensure that you and the student have a realistic understanding of their role in your organisation

The core content of this section will be the job description outlined at the point that the student was interviewed for the position. This is not an exhaustive list of objectives / duties and will likely evolve throughout the period of the work placement.

## 6. Learning Objectives:

What do you (the student) intend to learn through your placement? List specific learning objectives in the following areas:

### 6.1 Apply theory and knowledge in practice.

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### 6.2 Work professionally (be competent, informed and accountable).

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### 6.3 Practice skills (interpersonal, teamwork, communication, workload management and ethical practice).

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**6.4 Develop and maintain professional relationships.**

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**6.5 Be a reflective practitioner.**

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## 7. Academic site visits, evaluation

During the period of placement, the student will be visited in the host placement organisation on two occasions. The first visit will take place by week 7 of the placement beginning. The purpose of this visit is to ensure that the student is settling in well and to ensure that the expectations of the student and the host organisation are being met. The final visit will involve a review of the placement to provide the opportunity to discuss and feedback:

- What has been learned? How was the student progressed or developed during placement?
- How did the student get on with others in the organisation?
- Evaluation: What aspects of placement worked well and what areas could be improved upon?

## 8. Contact details Student University of Galway staff members connected with placement

Dr. Helen Casey,  
**Co-Programme Director**  
Room 1011, ILAS  
Phone: 091 493110  
Email: [helen.casey@universityofgalway.ie](mailto:helen.casey@universityofgalway.ie)

Dr. Deirdre Hardiman  
**Co-Programme Director**  
Room 1019, ILAS  
Phone: 091 495203  
Email: [deirdre.hardiman@universityofgalway.ie](mailto:deirdre.hardiman@universityofgalway.ie)

**Academic Placement Coordinator (TBC)**  
Email:

Ms. Tracy Shovlin  
**Placement Officer**  
Career Development Centre and Room 1005, ILAS and 421 IT Building  
Phone: 091 493507  
Email: [tracy.shovlin@universityofgalway.ie](mailto:tracy.shovlin@universityofgalway.ie)

## 9. Acknowledgement of Agreement - Signatures

This Learning Agreement acknowledges a consensus between the student, placement site supervisor and course directors about the objectives, process and intended outcomes of the student's internship.

We, signatories below, agree that we may, at any time, discuss and decide together to modify this agreement if and as circumstances or opportunities change or arise.

**X** \_\_\_\_\_

Placement Students Signature and Date

**X** \_\_\_\_\_

Placement Supervisor's Signature and Date (Placement Provider)

**X** \_\_\_\_\_

University of Galway Academic Placement Supervisor Signature and Date

## Appendix 2: Student Placement Evaluation Form

To be filled out by student prior to final visit.

Site Visit:

Student:

Supervisor on Placement:

Date:

1. How has the placement influenced you or changed your perspective in terms of future career? Has it enlightened you into what areas of study are important for the job?

2. What skills did you use during your placement? (Transferable skills & Specialist skills)

3. Are there any competencies you need to improve on? If so, how do you plan to bridge this gap?

4. Like/dislike?

5. How relevant has the placement experience been to your subject choices and future career decisions?

6. How well were learning objectives met? Did you achieve what you set out to achieve?  
Any improvements for next time?



### Appendix 3: Placement Provider Evaluation Form

To be filled out by Placement Organisation Supervisor prior to visit

**This evaluation will form part of the student's overall exam mark. Your evaluation of the students' performance is valuable and all feedback is appreciated. Please complete and return to the Placement Officer.**

Students Name	<input type="text"/>	Job Title	<input type="text"/>
Company Name	<input type="text"/>	Supervisor	<input type="text"/>
Dates of Employment	<input type="text"/>		

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Complete the following feedback form on the student's performance during the Professional Experience Programme. Use the rating scale provided ranging from 5 (excellent) to 1 (unsatisfactory). Comments optional if you would like to provide further feedback.

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Q1. Attitude: Enthusiastic and takes pride in work; accepts constructive criticism and learns from mistakes; seeks feedback on areas for improvement

Excellent	
Very good	
Good	
Fair	
Unsatisfactory	

Comments :

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Q1. Professional Ability: - Has necessary competence by demonstrating skill and knowledge to successfully complete tasks; has the ability to acquire new skills as appropriate.

Excellent	
Very good	
Good	
Fair	
Unsatisfactory	

Comments :

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Q3. Written Communication: - Clear, concise and accurate written communications; proper grammar & correct spelling

Excellent	
Very good	
Good	
Fair	
Unsatisfactory	

Comments :

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Q4. Verbal Communication: - Polished and proficient verbal presentations; professional verbal client/customer interactions

Excellent	
Very good	
Good	
Fair	
Unsatisfactory	

Comments :

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Q5. General Communication: - Prepares for and participates effectively in meetings; uses communication method most appropriate for the task; listens attentively and effectively

Excellent	
Very good	
Good	
Fair	
Unsatisfactory	

Comments :

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Q6. Interpersonal Skills and Teamwork: - Contributes to a good working team atmosphere; demonstrates assertive but appropriate behaviour; shows leadership potential and an ability to engage and maintain professional relationships.

Excellent	
Very good	
Good	
Fair	
Unsatisfactory	

Comments :

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Q7. Quality of Work: - Excellent attention to detail, few errors; expected volume of work completed to deadlines; can be relied upon to complete a task

Excellent	
Very good	
Good	
Fair	
Unsatisfactory	

Comments :

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Q8. Time Management: - Always punctual; always meets deadlines; plans use of time effectively

Excellent	
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Very good	
Good	
Fair	
Unsatisfactory	

Comments :

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Q9. Initiative/Creativity: - Seeks new and better ways to accomplish tasks; approaches tasks in an analytical manner; makes creative/best use of existing resources

Excellent	
Very good	
Good	
Fair	
Unsatisfactory	

Comments :

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Q10. Organisational Adaptation: - Understands the organisation's mission and goals; acts in accordance with organisational policies & procedures; operates with ethical and cultural awareness

Excellent	
Very good	
Good	
Fair	
Unsatisfactory	

Comments :

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Q11. Reflective Practitioner: - Demonstrates an ability to reflect on their practice experience; able to identify gaps in their own competency; show a capability to learn from this experience.

